

# Spanish subject report

2023 cohort

January 2024





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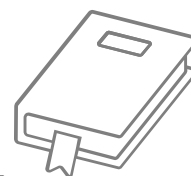
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# Introduction

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Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## Audience and use

This report should be read by school leaders, subject leaders and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

## Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

## Subject highlights

**19**

schools offered  
Spanish



**87.4%**

of students  
completed  
4 units

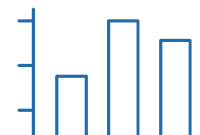


**99.07%**

of students  
received a C  
or higher



# Subject data summary



## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Spanish: 19.

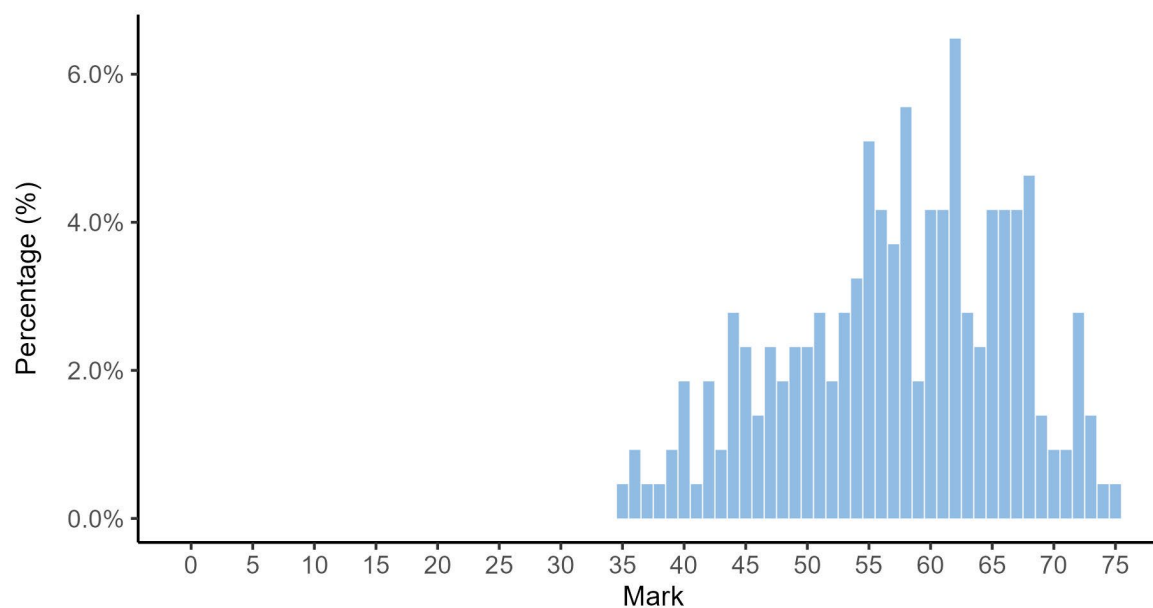
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	246	232	215

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	240	6
Unit 2	229	3

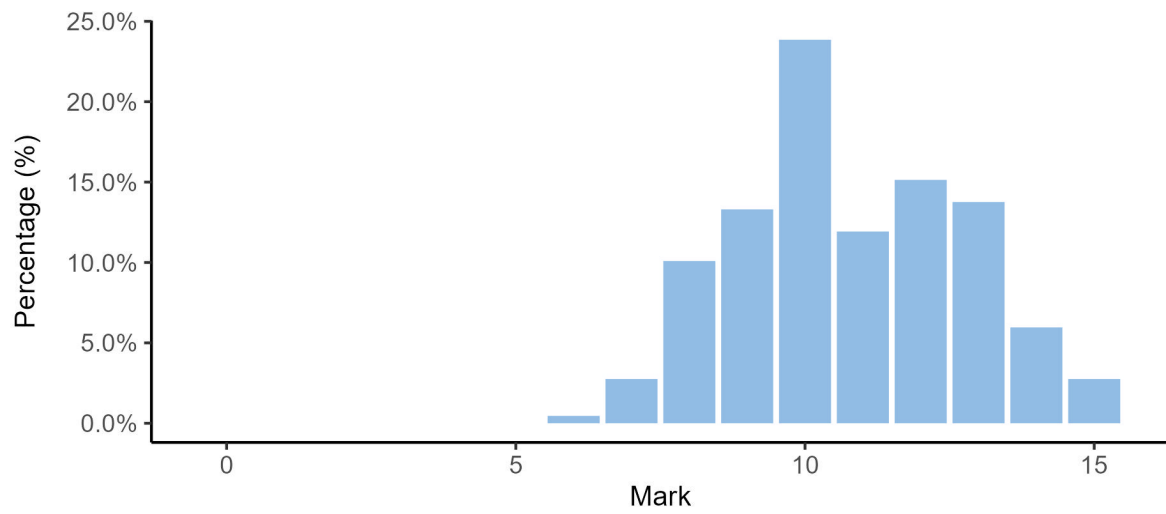
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

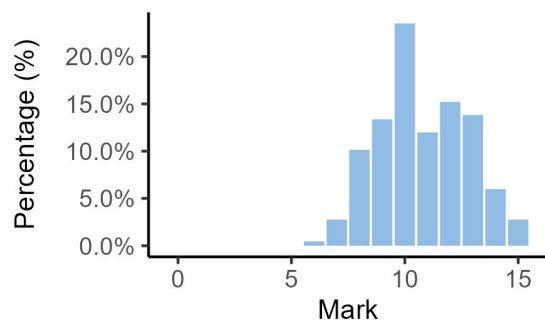


## IA1 marks

### IA1 total



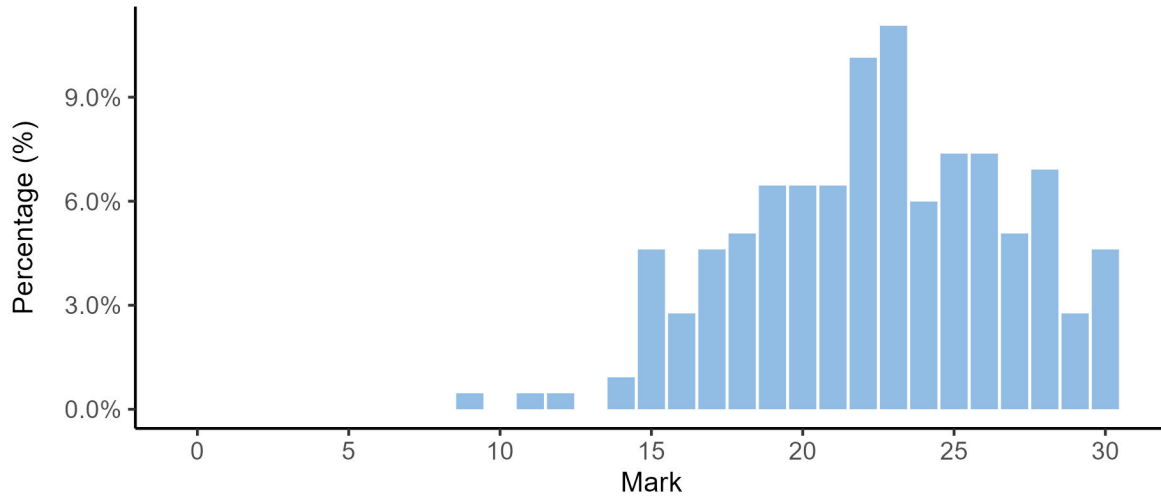
### IA1 Criterion: Analysing Spanish texts in English



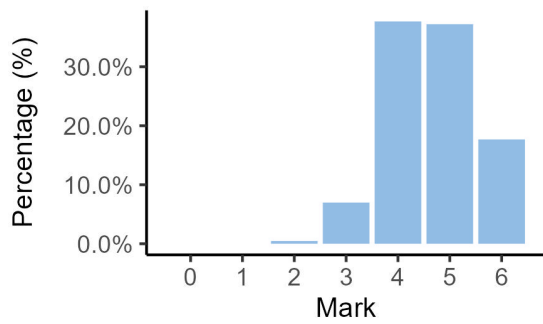


## IA2 marks

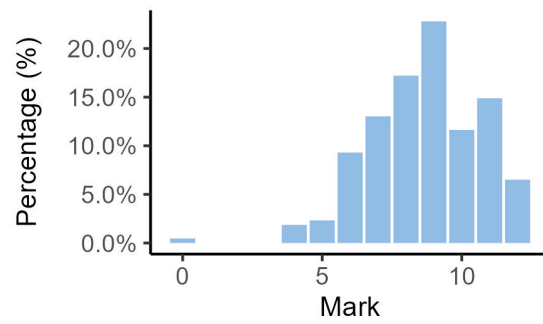
### IA2 total



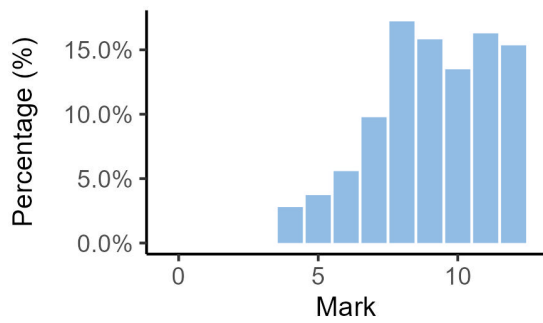
### IA2 Criterion: Analysing Spanish texts in English



### IA2 Criterion: Creating Spanish texts with Spanish stimulus

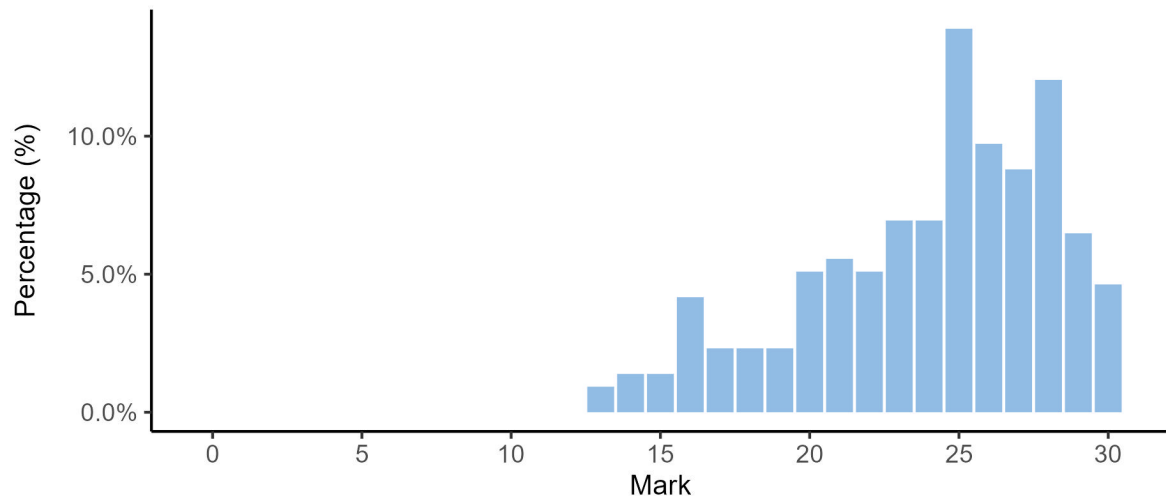


### IA2 Criterion: Exchanging information and ideas in Spanish

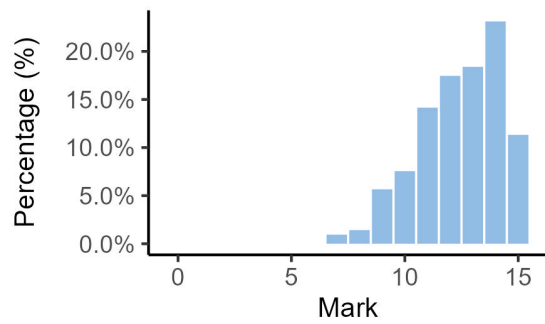


## IA3 marks

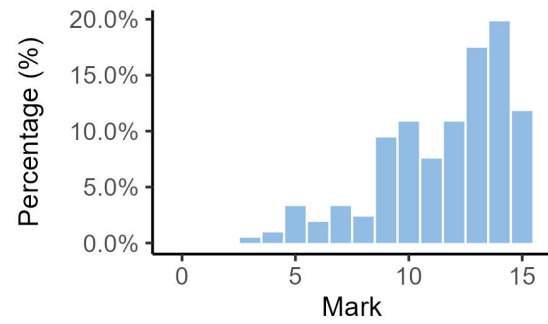
### IA3 total



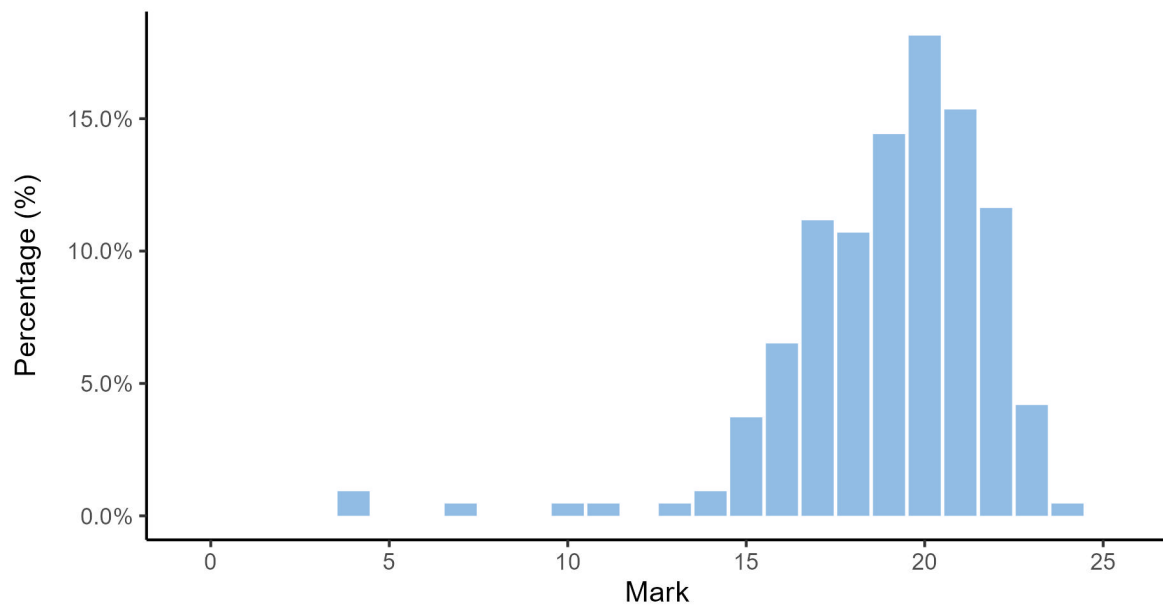
### IA3 Criterion: Analysing Spanish texts in Spanish



### IA3 Criterion: Exchanging information and ideas in Spanish

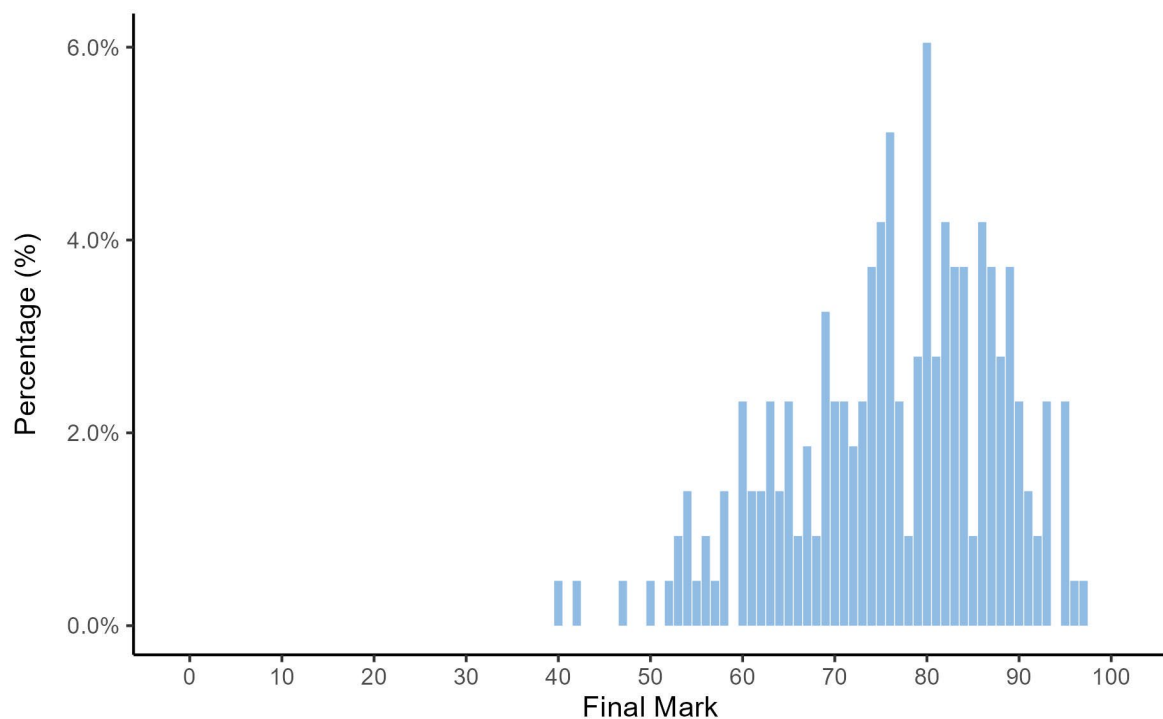


## External assessment (EA) marks



## Final subject results

### Final marks for IA and EA



## Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–83	82–64	63–44	43–18	17–0

## Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	71	111	31	2	0

# Internal assessment



The following information and advice relate to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

## Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	20	20	20
Percentage endorsed in Application 1	50%	30%	50%

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

### Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	19	111	21	57.89%
2	19	111	7	78.95%
3	19	110	0	78.95%

# Internal assessment 1 (IA1)



## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Spanish stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	4
Authentication	0
Authenticity	1
Item construction	4
Scope and scale	6

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- incorporated questions that provided opportunities for students to show complete comprehension of the stimulus. This was most effective when there was a sufficient number of questions about each of the stimulus texts
- included questions where purpose, audience, context and tone (PACT) could be thoughtfully elicited from stimulus and allowed student opportunities to choose evidence from the stimulus to demonstrate perception in their justification
- directed students to analyse specific elements within a stimulus, to draw out information such as relationships between speakers or identifying patterns, similarities and/or differences that are evident, e.g. Analyse the information in Stimulus 2 about the relationships of the speakers. Provide three pieces of evidence to justify your conclusion.

## Practices to strengthen

It is recommended that assessment instruments:

- include audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant
- reduce the number of cognitions and purpose, audience, context and tone (PACT) elements for Assessment objective 2 that a student is required to respond to within a question, to allow them to provide a justification within the time of the examination
- ensure clarity in the questions relating to audio or audiovisual stimulus that feature more than one speaker. Students must know which speaker should be referred to in their response. A request to identify the tone of the speaker from a stimulus that uses two or more speakers is not a clear instruction for students to address.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	6

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that align with the syllabus specifications
- used language features that enabled students to access the instrument without unnecessary use of jargon and colloquial language
- avoided bias and inappropriate content as outlined in *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.2.

## Practices to strengthen

It is recommended that assessment instruments:

- ensure stimulus include minimal distractors from the Spanish language to ensure that comprehension of Spanish forms the basis of students' responses, e.g. minimise images such as emojis, bolding and expressions in English.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	57.89%	5.26%	0%	36.84%

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses provided evidence of conclusions that were well constructed and clearly based on effective analysis and evaluation of the information presented in the stimulus. When matching evidence to the upper performance levels at 14–15, responses showed full comprehension of the ideas presented in the stimulus
- relevant evidence for evaluation and justification was drawn directly from the stimulus.

#### Samples of effective practices

The following excerpt illustrates the use of thorough detail to answer each part of the question, which justified the conclusion and showed precise comprehension of the stimulus texts. This is a high-level response from the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Stimulus one comments on the inequality in parental leave in Spain and stimulus two highlights the inequalities faced by women in the workplace in Argentina. From the evidence provided, both countries have had issues with gender equality, but are slowly making advances to eradicate them. In Spain, men were granted equal paternity leave to women as of 1-1-21, and in Argentina, women were overcoming the obstacles they were facing and moving up the hierarchy. However, the two countries are different. Spain removed the inequality, but remains in Argentina, women are getting equality, but they still need to fight for it.



The following excerpt illustrates the task being addressed and the use of examples to provide a justified response, which showed thorough comprehension of the relevant stimulus. This is a high-level response from the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

The author explains that he is anxiously waiting for the third time with his partner for their child to be born, emphasising that they are waiting together. He has a committed tone when he notes that both are ready to spend nights without sleep and days cleaning dirty nappies, indicating his clear expectation of his own duty to his family. His critical tone when explaining that he finds it funny that another father would consider parental leave a vacation shows his attitude that men should be encouraged by the equal laws to show similar duty to their families.

### Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for the first descriptor
  - when matching evidence to thorough comprehension, responses should demonstrate a breadth of understanding from all the stimulus texts. Where key ideas or information presented in the stimulus are missing from the student response, comprehension cannot be considered thorough
  - when a response is simply a translation of the stimulus, the comprehension descriptor must be considered as comprehension of parts of the stimulus and, if evident across all responses, can only achieve a maximum mark range between 6–7
- for the second descriptor
  - when matching evidence for purpose, audience, context and tone (PACT) elements, responses should be justified using evidence from the stimulus. If the response cannot be supported by the evidence in the stimulus, the response does not match the 14–15 mark range for the second descriptor
  - when awarding marks for context, responses should identify a scenario or situation in which the stimulus exists. Suggesting only a location where a stimulus could be found, or the text genre, is not a full identification of context. This is evident when the social, historical and/or cultural context of a stimulus text is identified
  - when matching evidence for audience, responses which identify the audience of a stimulus as ‘Spanish speaking’ do not demonstrate evidence of a student’s inference of meaning, attitudes, or values of a stimulus
- for the third descriptor, when matching evidence for evaluation, justification must be drawn from the stimulus, e.g. identifying the tone as critical cannot be justified by evidence such as ‘she says she has different goals’ as this statement does not demonstrate appraisal or a determination of the significance of the situation.

### Additional advice

- Students
  - should be given formative opportunities to practise the Analysing Spanish texts in English criterion prior to the summative assessment to ensure that students know to respond to a

variety of question types, e.g. if a question asks students to ‘compare and contrast two stimulus ...’ and a student does not identify the similarities and differences of the two stimulus and the significance of the relationship, student responses will not be demonstrating analysis.

- should be aware that if an instrument asks for any of the purpose, audience, context and tone (PACT) elements to be identified more than once, student responses must demonstrate each of these requirements so that matching of the available evidence for the second descriptor is not limited.
- Schools
  - are reminded that where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result. (Syllabus section 1.3). For further information and guidance, see
    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
    - *Making judgments* webinar resource, in the Syllabuses application (app)
    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app.
  - are responsible for ensuring the quality, accuracy and accessibility of the required files before submitting files for confirmation (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.3) and should refer to the information contained in the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

# Internal assessment 2 (IA2)



## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Spanish stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	12
Authentication	0
Authenticity	1
Item construction	4
Scope and scale	4

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- ensured students were given opportunities to be engaged and demonstrate thorough comprehension of the stimulus in Session 1 Part 1
- ensured Session 1 stimulus were detailed and complex enough to provide opportunities for students to demonstrate the upper performance levels in the ISMG, and provided a clear and identifiable difference in perspectives between the Session 1 stimulus texts and the Session 2 unseen stimulus
- included a Session 1 Part 2 task that was related to the stimulus in Part 1 and allowed students to offer a personal perspective.

## Practices to strengthen

It is recommended that assessment instruments:

- adhere to syllabus specifications when a visual stimulus is used. It should be a single visual with up to 60 words in Spanish. A series of visuals is not permitted in the IA2
- ensure the written stimulus includes phrases and sentences that are complete and develop into a structured text to convey meaning in Spanish
- provide students the opportunity to construct their Session 1 Part 2 response in examination conditions. The extended response question should not be over-scaffolded in a way which directs students to a predetermined response
- include teacher sample questions for Session 2 which allow students to refer to both Session 1 and Session 2 stimulus within the conversation.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions *
Bias avoidance	0
Language	2
Layout	0
Transparency	12

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- labelled stimulus correctly and referred to the correct stimulus in the questions
- clearly stated the maximum length of student responses in both sessions as specified in the syllabus (Syllabus section 4.6.2).

## Practices to strengthen

It is recommended that assessment instruments:

- ensure the total word length of any written texts or transcripts used as stimulus in Session 1 is within 500 and 800 words in Spanish
- ensure purpose, audience, context and tone (PACT) elements are visible and accessible in the stimulus
- include an instruction for students in Session 1 Part 2 to refer to more than one Session 1 stimulus in their response, and advise students about the expected response length requirements for their extended response: 200–300 words in Spanish.

## Additional advice

- The response length conditions for the student-centred conversation must be stated in the task as 3–7 minutes, as specified by the syllabus — suggesting that these boundaries are approximate times is not appropriate.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	89.47%	10.53%	0%	0%
2	Creating Spanish texts with Spanish stimulus	84.21%	5.26%	0%	10.53%
3	Exchanging information and ideas in Spanish	84.21%	10.53%	5.26%	0%

### Effective practices

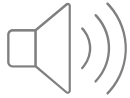
Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Analysing Spanish texts in English (Session 1)
  - responses made clear links from the information and ideas in the stimulus texts and the marks showed that the stimulus texts were dealt with broadly, without focusing only on certain sections or titles. Moreover, specific examples drawn from stimulus texts were used in responses to justify conclusions
  - background knowledge and personal opinions (when not elicited by the question) did not contribute to the student's evidence of comprehension, analysis or evaluation of stimulus texts when making judgments about comprehension
- for Creating Spanish texts with Spanish stimulus (Session 1 Part 2)
  - responses included students' own opinions and perspectives on the topic/s presented in stimulus texts. Responses matched to the descriptors in the upper performance level, required evidence of the use of stimulus to exemplify or support the stated perspectives
  - responses which responded with focus to the task and referred to at least two stimulus texts to support their personal responses were awarded upper performance levels in the 11–12 mark range
  - responses exceeding the response length conditions were managed using the school assessment policy and clear annotations were made by the teacher to reflect the school-applied strategy.

## Samples of effective practices

The following excerpt illustrates how the information presented in the Session 2 stimulus text was used to draw well-constructed and valid conclusions with well-substantiated justification of opinions. This is a high-level response from the 11–12 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Audio content: (57 secs) [www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_spanish\\_ia2\\_e1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_spanish_ia2_e1.mp3)

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Exchanging information and ideas in Spanish (Session 2),
  - to achieve at the 11–12 performance level, the student response should demonstrate synthesis of relevant information and ideas from the stimulus texts to draw well-constructed and valid conclusions. Supporting evidence should be drawn from the new Session 2 stimulus, one stimulus from Session 1 Part 1, and the subject matter
  - to generate and maintain conversation requires the development of ideas and personal perspectives that go beyond a simple response to a question from the teacher. Teachers need to understand that there is more required than students asking questions of the teacher to achieve at the highest marks, as students are required to provide a personal response which is not evident in question asking. Additionally, the constant asking of questions by the student does not allow them to display the synthesis of their own ideas.

## Additional advice

- Schools
  - are reminded that, where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result. (Syllabus section 1.3). For further information and guidance, see
    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
    - *Making judgments* webinar resource, in the Syllabuses application (app)
    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app.
  - are responsible for ensuring the quality, accuracy and accessibility of the required files before submitting files for confirmation (*QCE and QCIA policy and procedures handbook 5.0*, Section 9.7.3). Schools should refer to the information contained in the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

# Internal assessment 3 (IA3)



## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Spanish stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	9
Authentication	0
Authenticity	2
Item construction	0
Scope and scale	1

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed students to demonstrate their understanding of the subject matter from Topics 1 and 2 by presenting an appropriate combination of stimulus
- included a seen (studied in-class) stimulus from the specified list (Syllabus section 5.5.1) and identified as such for the endorsement event
- provided unseen stimulus which included one written, one audio or audiovisual or a series of visual stimulus (of a minimum of two)

- ensured each of the visual stimulus used in a series (if chosen) contained Spanish only, with up to and no more than 60 words maximum in Spanish for each stimulus.

### Practices to strengthen

It is recommended that assessment instruments:

- provide a task that prompts students to share their personal perspectives on the topics/themes of the subject matter outlined in Unit 4 Topics 1 and 2
- include audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant
- include stimulus with appropriate scope and scale of language to include a broad range of language structures across the three stimulus types
- verify that the task instructions for Part 1 and Part 2 are included. Importantly, the instructions for Part 1 should direct students to address Assessment objective 2 when devising their multimodal presentation. Students must identify each of purpose, audience, context and tone (PACT) at least once across the stimulus presented
- avoid over-scaffolding the type of expected response. The instructions should allow for unique student responses.

### Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

#### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	1

\*Each priority might contain up to four assessment practices.

Total number of submissions: 20.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- clearly identified all stimulus (e.g. Stimulus 1) studied in class
- included clear directions for students to refer to stimulus and their Part 1 presentations in their Part 2 response by including prompts in the model questions, or specific instructions in the Part 2 task description.

### Practices to strengthen

It is recommended that assessment instruments:

- feature audiovisual stimulus that contain no written text and do not include subtitles in the audiovisual stimulus in either English or Spanish
- ensure the task description includes details for both Part 1 and Part 2



- include Part 2 instructions which direct students to respond in Spanish to unseen questions about their Part 1 presentation
- ensure the stimulus can clearly be accessible and read by the students, avoiding blurred images and/or small writing, especially once it has been printed.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in Spanish	78.95%	15.79%	0%	5.26%
2	Exchanging information and ideas in Spanish	84.21%	0%	0%	15.79%

### Effective practices

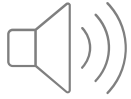
Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- For Analysing Spanish texts in Spanish (Part 1)
  - marks awarded reflected that the presentation responded to the endorsed task
  - students used the information and evidence in the stimulus texts to model and exemplify their personal ideas and perspectives. Comprehension of the texts was demonstrated in its entirety, not just focusing on specific parts or headings
  - marks awarded acknowledged that students' responses showed appropriate and justifiable identification of purpose, audience, context and tone (PACT) (based on sound comprehension of evidence in the stimulus text), and therefore were correctly matched to the perceptive descriptor at the 14–15 mark range performance level
  - consideration was given to the use of conventions and language features, and the pace of speaking in the recorded presentation demonstrated by the student, e.g. pronunciation, intonation, rhythm, and stress when communicating the information were not interfered with by speaking too quickly or too slowly.

#### Samples of effective practices

The following excerpt demonstrates a valid conclusion about the tone/s used in the relevant stimulus text and provides specific references to the stimulus texts which justify the analysis. This example shows an effort to substantiate each part of the tone response provided — no part of the conclusion stated is left without substantiation drawn from the stimulus text. Furthermore, the student achieves this using their own words to explain what the language evidence drawn from the stimulus text means. This contributes to their demonstration of comprehension within the assessment. This is a high-level response from the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Audio content: (1 min, 35 secs) [www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_spanish\\_ia3\\_e1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_spanish_ia3_e1.mp3)

The following excerpt demonstrates good comprehension of the stimulus by paraphrasing in their own words and summarising the central idea of the text before moving on to provide more specific analysis. This is a high-level response from the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

MIS  
REFLEXIONES—EL  
ESTÍMULO TRES

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Text redacted  
for copyright

[Nuestra educación tiene un  
impacto permanente]

Image redacted  
for copyright

Video content: (42 secs) [www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_spanish\\_ia3\\_e1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_spanish_ia3_e1.mp4)

### Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Exchanging information and ideas in Spanish (Part 2)
  - responses awarded marks at the upper performance-level descriptor make references to the Part 1 multimodal presentation and to open-ended questions about the stimulus texts
  - responses awarded marks at the upper performance level demonstrate the application of language conventions with evidence of an extensive use of language features
  - responses awarded marks at the upper performance level show a perceptive and justified personal response

- conversations are not rehearsed or heavily scaffolded. Rehearsal leads to an academic integrity issue (*QCE and QCIA policy and procedures handbook v5.0*, Section 8.1) and when it occurs must be reflected on the ISMG by matching to the 4–5 performance level
- responses awarded marks at the highest performance level, show evidence of the student’s ability to justify their interpretations of stimulus texts. Paraphrasing and explanation of ideas and information presented in stimulus texts should be prioritised over the use of extended excerpts or quotations.

## Additional advice

- Students understand that evidence provided in the multimodal presentation must include analysis across the three stimulus texts in Spanish in the presentation slides. When this is absent, students are not able to achieve the range of performance levels in Criterion 1: Analysing Spanish texts in Spanish.
- Schools
  - are reminded that where evidence in an assessment response matches descriptors at different performance levels in a criterion, a best-fit approach is used to determine a result. (Syllabus section 1.3). For further information and guidance, see
    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
    - *Making judgments* webinar resource, in the Syllabuses app
    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app
  - are responsible for ensuring the quality, accuracy and accessibility of the required files before submitting files for confirmation (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.3). Schools should refer to the information contained in the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

# External assessment



External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

## Examination — combination response (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper with a total of 62 marks:

- Paper 1, Section 1 consisted of short response questions in Spanish (23 marks)
- Paper 1, Section 2 consisted of short response questions in English (18 marks)
- Paper 1, Section 3 consisted of an extended response task in Spanish (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse Spanish stimulus texts in both English and Spanish, and to create a written extended response in Spanish.

The stimulus text for the Section 1 short response in Spanish was an audio text in Spanish with three associated questions. The stimulus text for the Section 2 short response in English consisted of two written stimulus texts in Spanish with four associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Effective practices

Overall, students responded well to:

- Question 1
- Question 4
- Question 6.

### Samples of effective practices

#### Short response in Spanish

##### Question 1

Question 1 required students to identify the audience of the speaker in Stimulus 1 and to justify this audience with two pieces of evidence.

Effective student responses:

- identified that the audience was the speaker's student named Rafael
- used at least two of the following examples to justify the statement about audience
  - the speaker addresses him as Rafael
  - the speaker explains that they are Rafael's driving instructor to begin the message
  - the speaker explains that Rafael had confirmed this lesson (seen in their application)
  - the speaker asks Rafael to call them to organise a new lesson
  - the speaker talks about how attending their lessons will help him to achieve his goal of learning to drive
- mentioned the driving context to specify either what Rafael is studying or what the instructor is teaching
- used their own knowledge of Spanish vocabulary and grammar (without relying on the language used by the speaker in the stimulus text) to demonstrate their comprehension of spoken language in the audio
- responded in Spanish with no more than a few language errors.

This excerpt has been included:

- to demonstrate a specific chosen audience
- to demonstrate how an example from the text may be used to justify the identified audience
- to illustrate a response in Spanish with only a few language errors (such as missing accent marks).

La oradora intenta contactar su estudiante, Rafael, para un lección de conducir. Es claro que ella es la instructora de Rafael porque ella dice "te habla tu instructora." También dice "es realmente importante que practicas lo más que puedes antes de la prueba", que demuestra que ella es su instructora.

## Question 2

Question 2 required students to identify the purpose of the situation in Stimulus 1 and to justify this purpose with two pieces of evidence.

Effective student responses:

- identified one of the following purposes for the speaker's call and provided the relevant evidence to support the conclusion drawn
  - to remind Rafael to attend driving lessons
  - to advise Rafael that the speaker is/was waiting for him on the street again
  - to request that Rafael call to book another lesson
  - to motivate Rafael to attend lessons
- used their own knowledge of Spanish vocabulary and grammar (without relying on the language used by the speaker in the stimulus text) to demonstrate their comprehension of spoken language in the audio
- responded in Spanish with no more than a few language errors.

This excerpt has been included:

- to illustrate a clearly identified purpose
- to demonstrate how an example from the text may be used to justify the identified purpose
- to illustrate a response in Spanish with only a few language errors (such as errors in possessive pronouns and inclusion of unnecessary accent marks).

La oradora llama a Rafael porque no está a su lección con ella, así necesitan ~~organizar~~ organizar un nuevo lección. Esto es evidente cuando dice que está "en la calle en frente de tu casa y tu no has aparecido." También, ella pregunta, "por favor, llamarme para organizar otra hora para tu lección," que muestra que necesitan organizar un nuevo lección.

### Question 3

Question 3 required students to identify the tone of the speaker in Stimulus 1, state how this tone is made known by the speaker, and to justify these conclusions with three pieces of evidence.

Effective student responses:

- identified one valid tone evident through the words used by the speaker from any of
  - concerned, empathetic or caring
  - frustrated or angry
- stated a feature or function of Spanish language that makes the identified tone known, such as
  - the speaker asks questions
  - the speaker gives commands
  - the speaker makes recommendations
  - the speaker uses a conditional phrase
- provided three pieces of relevant evidence that supports the tone and language feature/function identified
- used their own knowledge of Spanish vocabulary and grammar (without relying on the language used by the speaker in the stimulus text) to demonstrate their comprehension of spoken language in the audio
- responded in Spanish with no more than a few language errors.

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

### Short response in English

#### Question 4

Question 4 required students to identify the context of Stimulus 2 by identifying the creation described throughout the text and to justify this conclusion with four pieces of evidence.

Effective student responses:

- identified that the creation was a song
- used four relevant examples to evidence that the creation was a song, such as
  - they made history, not only musically
  - it is not only listened to in the clubs
  - the authors put a pause before the chorus
  - a comparison to *Bailando* by Enrique Iglesias is made (another song)
  - the help of a famous Canadian singer who recorded a new version is mentioned
  - it is described as one of the most popular melodies in the United States of America (USA).

This excerpt has been included:

- as it correctly identifies the creation
- as it provides three of the four relevant examples from the stimulus that specifically refer to the musical features of the creation of the song. (Please note this response received 4/5 marks)

The two people mentioned at the beginning of the text created a Spanish song that became very popular. This is clear when the text explains they created something not only musical, but also linguistic, ~~and~~ that became "one of the most popular melodies in the United States market." The text also explains that the song was "number one in the rankings of 45 countries" and was heard not only in discos, but all around the world, highlighting its popularity.

#### Question 5

Question 5 required students to identify to what extent the creation described by Stimulus 2 has helped to establish Spanish as a global language, and to justify the conclusion drawn with three pieces of evidence.

Effective student responses:

- stated a quantitative measure of the extent to which the song helped to establish Spanish as a global language, such as
  - to a great extent, to a large extent or to a significant extent
  - it helped a lot or in a big way
- used three relevant examples to evidence the positive contribution that the song made towards establishing Spanish as a global language, such as
  - they made history, not only musically but also linguistically
  - it reached a number 1 ranking in 45 countries around the world
  - it is not only listened to in the clubs but also in every corner of the planet
  - its video is the most watched of all Spanish language videos in the history of YouTube
  - its video is the fifth most popular in terms of 'likes' of all time (on YouTube)
  - its global success has meant the presence of Spanish language on screens usually dominated by English, which is possibly the song's most important achievement
  - the fact that the mainly Spanish written composition is recognised around the globe is a great step for the language
  - that its singers are invited to participate in ceremonies in USA such as the Grammy Awards is a great step for the language
  - to the Spanish speaking world, it is pleasing to know that opportunities exist to promote the language through music.



This excerpt has been included:

- as it states a quantitative measure of the extent to which the creation has helped to establish Spanish as a global language
- as it provides three relevant examples from the stimulus that specifically refer to the spread of Spanish language around the world.

The creation of the musical song has to a large extent established Spanish as a global language. Firstly the youtube & music video is the most seen Spanish video on youtube and 5<sup>th</sup> most liked in the world sup surpassing Enrique Iglesias music video as the most successful Spanish music video on the platform. Moreover, it is one of the most popular melodies on the market in the USA. The music video has allowed Spanish singers to perform in the Grammy's allowing it to establish Spanish as a world wide language. Finally the text states that it has become a world wide success and demonstrating the Spanish language in an industry dominated by English.

#### Question 6

Question 6 required students to identify two possible ways that the future of the writer of Stimulus 3 could have been affected by the change in situation she describes in the text, and to justify each of the conclusions drawn with a piece of evidence.

Effective student responses:

- identified two areas of the writer's life that could have been different if she had not moved to the Canary Islands. These areas related to specific topics of change raised by the writer in her diary entry, such as
  - she may not have focused on her studies and, therefore, may not have got the grades she needed to get into university
  - she may not have met the best friends in the universe, Lola and Alberto, if she had not been required to change schools
  - her relationship with her parents could have been damaged given the resentment she felt towards them after her mother told her the news about the move

- she may not have learnt to be resilient or the value of persevering through hard times had she not gone through this experience
- provided an example from the stimulus as evidence of each possible impact on the writer's future. The evidence was presented as a direct reference to the words of the writer
- referred correctly to the writer of the text using the name María, or pronouns such as she, her, they, them given that there are multiple adjectives within the text which can be used to understand the identity of the writer, not just her name.

This excerpt has been included:

- as it states two possible ways that the writer's future could have been affected as a result of their move to the Canary Islands
- as it provides a relevant example for each of the reasons identified.

The first reason the move in homes could've affected the writer's future is that it may have severely changed their plan and future they had wanted in the moment before moving. This is evident though when Maria was 15 years old her plans were on track but once the change happened everything changed and she questioned "how could they do this to her me?" The second reason affected her future more positively as she had to adapt to a new life she focused on her studies. Through being able to get good grades she was able to apply for university and was starting to enjoy life again.

#### Question 7

Question 7 required students to identify a change in the writer's tone within Stimulus 3 that supported their opinion of what it means to be successful, and to provide three examples from the stimulus to support each of these three conclusions drawn.

Effective student responses:

- identified a tone expressed by the writer in relation to their emotions when they learned about their move to the Canary Islands and provided relevant evidence of this, such as
  - angry, resentful or nervous
- identified a different tone used by the writer to describe her life after the move to the Canary Islands, and provided relevant evidence of this, such as
  - proud, reflective or grateful

- identified a valid argument the writer has about the meaning of success that is connected to the change in tones identified, such as
  - overcoming negative situations with hard work is success
  - making something good out of a bad situation is success
  - resilience in the face of challenge is success
  - being positive when confronted with difficulties is success
  - once you get through a hard situation by being positive or working hard, you'll be rewarded or end up feeling proud of your achievements and this is success
- provided relevant evidence of the argument the writer has about the meaning of success.

This excerpt has been included:

- as it identifies and exemplifies a change in tone between her descriptions before and after the move to the Canary Islands, and gives evidence of these
- as it states a relevant argument about the meaning of success that the writer has, that is also linked to the change in tones identified, and gives evidence to support this
- as it correctly identifies to the writer of the text using terms such as María, the writer, she, her, they, them.

María's change in tone from resentment to positivity  
 assisted her in developing success in her life. This is  
 evident through her putting up positive ~~quotes~~ ~~to~~ quotes  
 around her bedroom to feel positive, focusing on her  
 studies and making friends with Lola and Alberto  
 who helped her a lot along the way and so is  
 grateful to them. Even though she resented the fact of  
 moving and starting a new life she always had hope  
 that everything would be alright and the change in  
 perspective and tone allowed her to become  
 successful.

## Extended response in Spanish

The Section 3 task required students to create an extended written response in Spanish. Students were required to write a review of a festival experience outlined by the task information. The task outlined three specific points of information to include in a social media style text that would be published on a school social media account about an end of school celebration, responding to the three following points:

- Describe the festival and what you most enjoyed about it.
- Discuss the advantages and disadvantages of celebrating away from home.
- Offer advice for next year's tour group.

Effective student responses:

- clearly addressed and elaborated on the expected content by writing to each of the three dot points listed and providing further details on the ideas developed. Furthermore, the students created appropriate meaning in their writing by making intentional choices about the ideas and details to include in the text according to the scenario, audience, publisher and purpose given in the task description
- selected and used Spanish verb tenses purposefully and with few errors, including
  - using the necessary accentuation
  - correctly applying irregular forms
  - conjugating correctly to reflect number agreement (singular or plural forms)
  - showing variety
- used context details from the task description to inform an appropriate register for their written social media post, including when addressing the intended audience — using plural structures in either formal or informal language in a consistent way throughout the text.

This excerpt has been included:

- to exemplify the clear addressing of and elaboration on each of the three content dot points stipulated by the task description: 6/6 marks
- to model a student text that shows good judgment about what to include, given that ideas are selected, sequenced and synthesised based on their relevance and value towards achieving the task: 5/5 marks
- to demonstrate a text created with few errors in vocabulary and tense use, and some errors in grammar use, when writing in Spanish: 5/8 marks
- to show how a student may achieve the textual conventions requirements of the external assessment marking guide (EAMG): 2/2 marks.

Queridos estudiantes,

Recientemente, ~~yo~~ mis compañeros de clase y yo fuimos a una fiesta cultural de España, donde los graduados de secundaria celebran el fin de la escuela. Me encantaría compartir mi experiencia con ustedes.

El festival era muy divertido y bonito. Tenía música tradicional, además de bailes tradicionales como salsa y flamenco. También, había mucha comida, y intenté probar todo. Aprendí que no me gusta la paella, pero ~~yo~~ yo también ~~yo~~ comí churros, y todavía sueño sobre ~~los~~ <sup>esos</sup> churros. Espero que podría llegar cuando van ~~al~~ <sup>2</sup>

Era una experiencia interesante a celebrar tan lejos de mi casa. Hay ventajas a esto, por ejemplo conocí nuevas personas y culturas, y era una gran manera de practicar mi español. Sin embargo, una desventaja es que me hizo extrañar a mi propio país y mi familia, porque ~~veí~~ muchas familias, y todos ~~eran~~ estaban orgullosos de su país.

Tengo algunos consejos para disfrutar el festival. Primero, intenta hablar con muchas personas, por que es posible que van a hacer un nuevo amigo. También, recuerda a ~~practicar~~ practicar la lengua mucho antes van a España, por que esto les <sup>va a</sup> ayudar mucho cuando van al festival. <sup>1</sup>

En conclusión, sé que van a tener un gran tiempo cuando van a España en el año próximo. Recuerda a probar todas las comidas, escucha a la música tradicional, y conoce nuevas personas.

Les agradezco su atención,  
de Summer.

<sup>1</sup> Si hacen estas cosas, pueden ser segura que van a disfrutar el festival.

<sup>2</sup> <sup>al festival</sup>  
en el año próximo.

### Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- teaching students to use new examples from stimulus texts when justifying their conclusions in response to each question about a stimulus, e.g. any example used to support a valid conclusion in Section 1 Question 1 should not be used additional times to support other valid conclusions in any other Section 1 questions
- instructing students to select examples from stimulus texts that justify the conclusion drawn in a direct way, e.g. if the Question 4 conclusion about the creation described in Stimulus 2 is 'a song', any examples used to justify this response must directly refer to music. It is not relevant to talk about the success of a YouTube video (the stimulus text does not specify 'music video') to justify that the creation discussed is a song
- instructing students to demonstrate precise comprehension in short responses in English tasks when stating information or providing examples from the stimulus texts. Valid and relevant understanding of the Spanish stimulus text is not shown when details are changed in translation or generalisations are made in references to the stimulus texts
- directing students to maintain focus on relevant information in short responses in Spanish tasks. To achieve the highest performance levels for the productive mode, students need to demonstrate
  - comprehension of stimulus texts
  - accurate use of language (few errors are produced)
  - communication of information that is relevant to the question being asked
- developing strategies with their students for effective editing and correction of their written work in Spanish, e.g. to correct



- inconsistencies in register, including in all personal pronouns, possessive pronouns, verb conjugations, greetings, etc. used
- inaccurate verb conjugations, with particular attention to errors in subject–verb agreement, application of tense when speaking between past, present and future times, required accentuation, etc.
- repetitive vocabulary or phrases throughout a text that limit the demonstration of a wide range of vocabulary, grammar or tenses being used in purposeful ways
- revising the correct use of prepositions in Spanish. Students should be aware of standard uses of prepositions in Spanish, and of common verbal periphrasis where certain vocabulary requires specific verb: preposition combinations, e.g. disfrutar + de, jugar + a, pensar + en.

## Additional advice

- Students
  - must appropriately reflect the gender of a person in responses to comprehension tasks, where a stimulus text identifies this, for accurate understanding to be shown. Gender-neutral terms, such as ‘the speaker’, ‘the writer’, ‘they’ and ‘them’ are acceptable. However, misrepresenting the gender of a person that has been clarified by the gendered endings of Spanish words used in relation to them does not show a valid nor relevant interpretation of the stimulus text
  - should understand that when responding to short responses in Spanish tasks where they are evaluated on their engagement with both their receptive mode and productive mode, direct quotations from the stimulus text are not considered a measure of their ability in the productive mode. Students should use their own words to communicate the message gathered from their listening to or reading of the stimulus text.